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ABSTRACT

An in-progress report of a study exploring the nature and content of children's concepts of their own and other countries is presented. Current literature on early development of concepts of other people and places is reviewed, followed by a description of the open-ended procedure adopted for gathering data. The test is being conducted in Australia, Canada, and the United States, and is being administered to approximately 400 children in grades one, three and six. Students are asked to write whatever they think in response to the name of eight countries - England, China, Australia, Brazil, Canada, Nigeria and the United States. Responses are content-analyzed with particular attention to number of items, ego-centrism, primary orientation, evaluative comment, and stereotypes. Analysis of partial data from the United States and Canada produces findings that differ from or modify previous investigations in this area as noted in tentative concluding remarks. A summary of responses used for this analysis and forty-seven student responses are reproduced. (Author/KSM)

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CHILDREN'S ASSOCIATIONS WITH THEIR OWN AND OTHER COUNTRIES

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SP006 467

Paper presented at Annual Meeting of the American Educational Research Association, New Orleans, February, 1973.

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Man's tendency to develop categories is basic to all knowledge and thought. Experience can only have meaning as it is translated through our network of concepts and generalizations. In the process events or objects take on the attributes of the class to which they are assigned. Identification of an animal as a mad dog or of a man as a liberal, an artist or a Pole calls forth a whole set of characteristics of members of that class as well as rules for appropriate action. The chacacteristics are emotional as well as cognitive. We dislike and fear mad dogs, we approve of liberals, and we fondly expect artists to be eccentric. The categories influence our perceptions and are resistent to change. An obnoxious liberal or a conventional and dull artist are exceptions. We explain them away, forget them, or find something in their behavior to support our stereotype. Thus sterotypes can be maintained even when conflicting data is perceived and may have little basis in fact or rationality.

Educators concerned with the development of international understanding have shown increasing interest in the early development of concepts of other people and places. These concepts are important not only because thye filter subsequent data[1], because they tend to be highly resistant to change[2], and because they are likely to be learned uncritically, without knowledge

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[1] Irwin Child, "Socialization," Handbook of Social Psychology, 678-79.

[2] Robert A. LeVine, "Political Socialization and Culture Change," in Clifford Geertey (Ed) Old Societies and New States, New York, The Free Press of Glencoe, 1963, pp. 280-303.

of alternatives or standards for judging information or even unconsciously, through imitation and identification.[3]

Children's concepts of other nations and peoples are shaped by many agencies, parents, peers, the media as well as the schools. Most early school programs tend to deal mainly with the child's immediate environment and only sketchily with distant places. By the time other countries are systematically studied in upper grades, early concepts are already established and shape perceptions of subsequently presented data.

Several recent studies have explored the nature of children's concepts of their own and other nations. Piaget and Weil[4] studied the development of the concept of homeland and other countries through a series of interviews with 200 children aged from 4 to 15. They postulated a natural tendency toward ego centrism which changed in form through the integration of new data and as the child progressed through stages of reciprocity. From this perspective the concept of children's homeland develops gradually as they broaden their center of interest to take in more than their immediate environment. Central to this process was the gradual development of recognition that their immediate surroundings are in and part of the more inclusive concept. At a first stage, about age 6, children recognized that they were in Geneva, and in Switzerland but could not understand the relation of these to each other. They drew Geneva and Switzerland beside each other, not one within the other, and identified themselves as either

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[3]Fred I. Greenstein, Children and Politics, New Haven, Yale University Press, 1965.

[4]J. Piaget and Anne-Marie Weil, "The Development in Children of the Idea of the Homeland and of Relations with Other Countries," International Social Science Bulletin, 1951, 3, 561-678.

Genovese or Swiss, but not both. At a second stage, children could relate Geneva within Switzerland spatially, but were still unable to identify themselves as Genovese and Swiss at the same time. At a third stage, about age 10, children were able to synthesize the data correctly and from a realistic and inclusive notion of their homeland. These same stages were apparent in discussions of other countries and in student's ability to think from the point of view of others. Only at stage three could children correctly apply the concept of foreigner to Swiss and non-Swiss according to the perspective of the observer.

An alternative way of viewing the development of children's concept of their own and other countries is to consider the changing sets of attributes of the concepts as their labels gradually acquire meaning. In the early stages of development concepts of particular countries may be almost devoid of meaning. One of the first attributes is that they are not this country and are therefore somewhere else, and different. Thus differences rather than similarities are likely to be noted, and in turn, to color subsequent perceptions. This tendency may be heightened by two other factors. First, teachers and parents attempt to make the other countries seem (different and therefore) interesting. Second, the process of recognizing similarities is a more complex cognitive task than awareness of similarities. The first few pieces of information defining the concept may be specific or general, and either high or low in emotional content. But since they are the only information available to the child, they are

likely to be over-generalized. If the only data a child has on Brazil is a picture of an Indian village in the jungle, mention of a person as Brazilian will immediately conjure up that image.

Both these factors, a tendency to note differences and a tendency to over-generalize (stereotype) may involve both affective and cognitive dimensions and might be expected to influence subsequent learning. As the national concepts acquire added meaning (more attributes) we might expect a continuation of stress on differences because of the initial set, and a gradual reduction in stereotyping, though with the original stereotype tending to persist. Lambert and Klienberg[6] studied the perception of foreign peoples held by 3300 6, 10 and 14 year-old-children in 11 countries. They noted a strong tendency to refer to certain national groups as "not like us" and concluded that these groups were used as contrasts in developing concepts of homeland and own group. Six-year-olds in particular stressed the differences of foreign peoples much more than the similarities. They found, too, that emotional loadings tended to be positive though there were variations between nations and age levels. This lack of prejudice against people of other nations who are different is in marked contrast with studies of attitudes towards minority groups within nations.[7]

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[6] Wallace E. Lambert and Otto Klineberg Children's Views of foreign Peoples, New York, Appleton-Century-Crofts, 1967.

[7] G. W. Allport The Nature of Prejudice, Boston, Beacon Press, 1954

Method

The present study was designed to explore the nature and content of children's concepts of their own and other countries. It is being conducted in Australia, Canada and the USA, three countries with many similar traditions but important differences in educational and political systems. Two centers have been identified in different geographical locations in each country, and in each center the test instrument is to be administered to approximately 400 children at grades one, three and six. At the present time, testing is still under way. This report will deal with data from only two of the centers, DeKalb County in Georgia, USA, and Vancouver and North Vancouver in Canada

The test instrument is a very simple one. Students are asked to write whatever they think of in response to the name of each of eight countries, England, China, Australia, Japan, Brazil, Canada Nigeria, United States of America. In each case the name of a country is printed at the top of a blank sheet and the students are given one and one half minutes to write their responses. The order indicated above was for American children. For Australia and Canadian children, the order is modified so that the name of their own country appeared last.

Children at grade 3 and grade 6 levels complete the instrument as a group. At grade one level students are interviewed and their responses recorded by the interviewer.

This open-ended procedure was adopted to minimize the possible distorting effect of more detailed written or interview questions.

Its major disadvantage is that certain ambiguous responses cannot be probed but does have the advantage of eliciting dimensions of concepts of nations which are significant to the children.

Responses were content - analysed with particular attention to number of items, ego centrism, primary orientation, evaluative comment, and stereotypes. Comparisons were made between age and nation groups. In addition modal profiles were developed for students perceptions of each country for age and nation groups. Some explanation of these concepts as used in the study is necessary.

Primary orientation was determined by counting the number of each childs responses falling into each of the following categories; Animals, People-cultural, People-personal characteristics, (including appearance and accent or language but not clothes) people, personality traits, non-personal-cultural, geographical and historical. The category into which the majority of a childs responses fell was considered his primary orientation. Where equal numbers of several categories appeared the paper was coded according to the first response, falling into one of those categories.

Ego-centrism was a score on a fine point scale according to the proportion of a childs responses which implied his reference point was himself or his own country.

The comment "big" with reference to another country would score low, while "bigger than us" would score high. Similarly "close to Japan" would score low, while "a long way off" would score high.

Evaluative comment was calculated for various groups by adding the number of responses falling into fine categories, and calculating a percentage for the group. The categories used were negative evaluation, positive evaluation, non-evaluative-similar, non-evaluative-different and non-evaluative-other.

Comments such as funny looking, slant-eyed, powerful or small were scored as non-evaluative. To be rated as evaluative response had to include a direct evaluation such as "nice", "I would like to live there" or "a bad place for kids."

Stereotypes were expressed as a percentage of general statements to total responses. A general statement was one which carried the implication that it was true of all or a class of people.

If a statement was qualified it was considered as not general. Thus "they wear black clothes" was considered general and stereotyptic, while "some people wear black clothes" was not.

R E S U L T S

The children's responses are summarized in tables 1 to 5. Considered in relation to the detailed responses these raise a number of interesting questions.

At grade one level the responses stressed differences and the differences were related to adult stereotypes.

Englishmen had different hair, clothes, houses, spoke differently, had different policemen and don't ride in cars.

Chinamen also had different hair, different houses, different schools, different shoes and different toys, and they also ate Chop Suey with chopsticks and had slanted or pointed eyes. As might be expected characteristics which differed were directly related to students experience - houses, shoes, hair, toys, schools - and there were examples which suggested inability to distinguish characteristics which were significant. Thus different hair ribbons was just as important as different language.

There were very few evaluative comments, though many which might be considered so by adults. Slanted eyes, funny looking, different houses must be considered neutral in affect unless there is some clue to the contrary.

Though there was clearly a knowledge base for many comments the statements were often inaccurate in a way that suggested a set toward differences and a generalized impression of particular countries. Australians talked differently, had different hair, clothes, toys and houses and many wild animals. However, the animals listed were simply wild, not particularly Australian. Kangaroos made the list, but no more often than giraffes, ospriches, lions or tigers.

With reference to their own country responses suggested a wide range in knowledge base and in their development of reciprocity and decentering as defined by Piaget. While "I can understand American" from a Southern child might be capable of several interpretations

With reference to their own country responses suggested a wide range in knowledge base and in their development of recitrocity and decentering as defined by Piaget. While from a Southern child "I can understand American" might be capable of several interpretations, there were some statements such as "I live near there" and "they speak different" which suggest inability to include themselves in their concept of the U.S.A. On the other hand "they speak different from us they think we speak funny too" from a six year old with reference to China, suggests a high degree of recitrocity. One firal feature of the first grade responses to their own country was the large number of specific objective statements or words. Most were concerned with their immediate environment but many dealt with broader ideas and suggested, for many children an awareness of public affairs. There were, for example, many references to the war, to POWS, to the President and to past Presidents.

At grade three level there were several interesting differences, including considerably less emphasis on differences and a decrease in stereotyping for all countries except China and Japan. The exception appears to be caused by the perserverence for American children of comments about personal characteristics. Particularly prominent were references to eyes and speech, and simply "they are different from us." In addition there was an

increase in the proportion of children responding and in the mean number of responses. It is tempting to infer that an increased knowledge base may lead to a reduction in stereotyping but the cases of China and Japan, where stereotyping either remained the same or increased suggest the answer may be more complex. Possibly there are two counteracting trends, the one mentioned above, and a gradual acquisition of adult stereotypes toward Asian peoples.

The concentration on personal characteristics of Asian peoples was not apparent for the Canadian example. The Canadian children made many references to chopsticks, Chinese food, rice, houses and food, all coded as cultural, but very few references to differences in appearance. The Canadian children also made fewer evaluative comments than the Americans, but even for the Americans, evaluations were balanced, about half positive and half negative.

In both samples the range in comments was narrower with greater concentration on certain insights. Children no longer appeared to be searching for differences and listing as different any aspects of their own environment that occured to them. Instead they had become more discriminating as their knowledge base improved. Clustering of concepts for children in the same school class suggests a strong school influence at this stage.

The Canadian children may have been influenced by a story or picture associating boats with China. Of the thirty-eight Canadian children at this level, 29 mentioned the word boat. References to homeland in the two samples also differed. For the Americans "I live here (there)" was the most common response followed by positive ev evaluative comments, the statement that there were 50 States, and President Nixon. After that in frequency came a series of references to the flag, the government, and Washington.

The Canadian children listed school most frequently followed by children, boats, rain, Vancouver and a variety of objects and landmarks in the Vancouver area. References to Canada as "the place where I live" as an object of affection, or to the Prime Minister or the government were almost non-existant. Thus the concept of homeland for the Canadians appeared much more local and unemotional than for the Americans.

At grade six level there were several other interesting changes. Particularly interesting at this stage were comments about England and Japan. The Queen was the most frequent reference on both lists and "Queen" and "palace" dominated the American frequencies. For the Americans "Queen" was followed by London, cars, (often small, foreign or funny), accent, Buckingham Palace. There were also many references to the war of independence, religious oppression, James Oglethorpe and early settlers in Georgia.

For the Canadians the Queen was followed in frequency by mentions of Scotland and Ireland, the war (World wars 1 and 2) a number of personal associations, (parents born there, we visited etc) and references to a wide range of cultural features (tourist sights, historical events, and cars). Accents were mentioned by several children but did not appear to dominate their perceptions.

References to China and Japan also differed considerably. American children still mentioned Physical characteristics but their perceptions of these were overshadowed by two others, not apparent earlier. China was associated with "red"ness and communism and to some extent with Mr Nixon, and Japan with references to Pearl Harbour (the most frequent comment) war bombs and Hiroshima. References to Pearl Harbour were not necessarily negative. In some cases Pearl Harbour and positive comments about beauty, culture or pretty girls were listed side by side. In other cases Pearl Harbour, bombs, hate and war completely dominated. By contrast Canadian children referred most frequently to overcrowding (both countries) the Great Wall, rice, chopsticks, the Hwang Ho (China) and Tokyo, kimonos, cars, and manufactured goods. Hiroshima, Pearl Harbour and Communism were mentioned, but infrequently. At the grade six level trends in perception of homeland that were apparent in grade three continued. For the American children references to

their own and other states, to the government, Mr Nixon and to "freedom," were the most common. These were followed by references to the Vietnam war, past presidents, sport and pollution.

The Canadian children's references to objects in their immediate environment were much less frequent than at grade three level. "Government", "Mr Trudeau", references to the twelve provinces and cities and geographical regions elsewhere in Canada were the most common comments. Also frequent were statements that "we live there (or Here)". There was greater similarity in comments about homeland in the two countries at grade six than at grade three level. The major differences were a much greater number of positive evaluative comments and a stronger political orientation for the American children.

Conclusion

The following tentative findings are listed with some hesitation. The data so far analysed represents only one center in the United States and one in Canada and it may be that the variations and tendencies found are valid only for those districts instead of the two countries as a whole as has been implied. However the findings do differ from those of some previous investigations and qualify the conclusions of the theoretical discussion at the beginning of this paper. Because of this it was considered that an in-progress report might be interesting and of some value.

1. Many early impressions which appear stereotypic disappear or are modified as students acquire additional data. Some, such as awareness of physical differences in the Chinese and Japanese are more resistant to change. Other associations such as Pearl Harbour and Hiroshima appear to begin between grades three and six.

2. The amount of stereotyping and ego-centrism diminish as children grow older and acquire additional data. Whether the availability of more complex mental operations or simply greater knowledge is the primary cause cannot be readily determined from the data. However there appears to be wide variation in readiness for the kind of reciprocity described by Piaget and Weil. Some children appear to have the ability at a fairly advanced level in grade one at the age of six. A few more have it at grade three though not enough to affect the index of ego-centrism. At grade six the ability is common though far from universal. This finding does not contradict Piaget and Weil's notion of stages in the development of reciprocity but it does suggest greater variation in individual development than they imply through the use of age level references.

3. The concept of homeland develops as one would expect from the childrens immediate environment to the nation as a whole. In the process greater attention is given to government and national leaders. This effect is particularly strong and comes early for American children.

4. For the majority of students associations with their own and other countries were non-evaluative. This finding may be partly a function of coding. Certainly the assumption made that

concepts that are emotionally loaded for adults are not necessarily loaded for children differs from the position taken by Lambert and Klienberg. However the assumption can and will be tested. As defined in this study very few evaluative comments were made. An interesting and possibly important exception is the persistence of evaluative comments for the American children with respect to their own country and China and Japan.

A related finding, this time supporting a conclusion of Lambert and Klienberg, is that differences are at least as likely to be associated with positive as with negative evaluations. In fact a majority of evaluations across the whole sample were positive.

5. Children at grade one level seemed to be searching for factors which would differentiate their own from other countries. Consequently they listed a wide range of objects in their own environment as distinguishing characteristics. Children in the higher grades were more discriminating in their choice of distinguishing characteristics and were able to operate from a more extensive knowledge base. One effect of this was a concentration on a relatively small number of concepts.

SUMMARY OF RESPONSES - AMERICAN CHILDREN - GRADE 1 LEVEL

N = 53

	England	China	Australia	Japan	Brazil	Canada	Nigeria	USA	Total
Proportion Responding	60	88	36	84	40	72	32	94	63
Mean No. of Responses	2.3	1.7	.6	2.1	1.1	1.5	.4	3.2	1.6
Primary Orientation									
Animals	2	-	40	-	-	-	-	-	5
People-Cultural	65	70	44	59	85	42	92	75	67
People-Prs. Char.	24	27	8	31	10	13	5	5	15
People-Prsty. Traits	-	-	-	-	-	-	-	-	-
Non Prsl.-Cultural	3	3	-	10	5	5	-	10	4
Geographical	4	-	8	-	-	40	3	6	8
Historical	2	-	-	-	-	-	-	4	1
Ego Centrism	3.8	3.6	2.5	3.2	3.7	3.3	3.0	2.8	3.2
Evaluative Comment									
Negative	4	2	-	-	-	-	-	-	1
Positive	3	2	6	2	-	2	-	6	3
Non Eval-Sim.	-	-		2	4	35	-	-	5
Non Eval-Diff.	68	79	44	64	73	43	88	22	60
Non Eval-Other	25	17	48	32	23	20	12	72	31
Stereotypes	6.5	5.8	2.7	6.5	5.7	4.3	7.1	4.7	5.4

A2

SUMMARY OF RESPONSES - AMERICAN CHILDREN - GRADE 3 LEVEL

N = 147

	England	China	Australia	Japan	Brazil	Canada	Nigeria	USA	Total
Proportion Responding	80	84	85	97	77	92	48	99	31
Mean No. of Responses	1.7	2.8	2.9	2.5	2.2	3.1	.8	3.8	2.4
Primary Orientation									
Animals	-	-	82	-	5	-	5	-	12
People-Cultural	27	35	10	54	24	10	18	56	33
People-Prsl. Char.	-	28	-	34	2	-	5	-	-
People-Prsty. Traits	-		-	-	-	-	-	-	-
Non-Prsl. Cultural	14	2	-	-	12	18	37	27	16
Geographical	11	24	8	5	57	72	35	12	31
Historical	40	11	-	7	-	-	-	5	8
Ego Centrism	3.5	3.8	4.3	3.6	3.6	4.4	3.5	4.2	3.8
Evaluative Comment									
Negative	-	15	-	11	13	5	15	-	8
Positive	12	21	22	11	2	12	4	33	14
Non Eval-Sim.	8	10	-	5	2	-	-	10	4
Non Eval-Diff.	25	28	15	35	43	21	23	2	25
Non-Eval-Other	55	26	63	38	40	62	52	55	49
Stereotypes	2.5	6.3	2.2	6.5	4.3	3.3	5.8	1.7	4.3

A2

SUMMARY OF RESPONSES - CANADIAN CHILDREN - GRADE 3 LEVEL

N = 30

	England	China	Australia	Japan	USA	Nigeria	Canada	Total
Proportion Responding	94	97	100	100	100	94	100	96
Mean No. of Responses	10.8	11.2	10.4	10.1	14.3	10.8	18.6	11.8
Primary Orientation								
Animals	-	-	45	-	-	-	-	6
People-Cultural	84	78	40	82	48	58	60	67
People-Prsl. Char.	-	-	-	3	-	-	-	-
People-Prsty. Traits	-	-	-	-	-	-	-	-
Non Prsl.-Cultural	6	15	6	6	43	9	9	13
Geographical	10	7	9	9	9	33	29	14
Historical	-	-	-	-	-	-	-	-
Eco Centrism	3.4	3.5	2.2	2.3	3.3	2.9	3.8	3.1
Evaluative Comment								
Negative	-	-	-	-	6	6	-	2
Positive	9	-	-	6	3	3	3	3
Non Eval-Sim.	6	-	6	-	6	-	-	3
Non Eval-Diff.	39	33	33	45	6	42	-	29
Non Eval-Other	45	67	60	49	79	49	97	63
Stereotypes	2.6	5.1	1.8	4.8	3.4	4.2	1.5	3.5

A 4

SUMMARY OF RESPONSES - AMERICAN CHILDREN - GRADE 6 LEVEL

N = 163

	England	China	Australia	Japan	Brazil	Canada	Nigeria	USA	Total
Proportion Responding	96	98	95	98	87	99	78	100	94
Mean No. of Responses	8.4	10.2	9.3	8.7	7.6	11.1	5.3	16.2	9.5
Primary Orientation									
Animals	-	-	62	-	..	-	2	-	9
People-Cultural	55	74	28	62	60	55	25	87	62
People - Prsl. Char.	-	16	-	15	-	-	2	-	4
People-Prsty. Traits	-	-	-	-	-	-	-	-	-
Non Prsl.-Cultural	13	5	-	2	17	3	8	5	7
Geographical	10	5	10	-	23	42	52	8	20
Historical	24	-	-	21	-	-	10	-	8
Ego Centrism	1.4	1.8	1.1	1.5	1.5	1.2	1.6	1.6	1.5
Evaluative Comment									
Negative	-	10	-	3	4	1	2	-	2
Positive	4	4	8	6	2	3	2	20	6
Non Eval-Sim.	4	-	3	2	2	10	-	-	2
Non Eval-Diff.	44	52	33	42	35	33	44	-	36
Non Eval-Other	48	34	56	47	58	53	42	80	54
Stereotypes	1.1	3.4	2.7	3.1	4.2	.8	3.7	.6	2.4

SUMMARY OF RESPONSES - CANADIAN CHILDREN - GRADE 6 LEVEL

N = 97

	England	China	Australia	Japan	USA	Nigeria	Canada	Total
Proportion Responding	92	98	100	100	100	92	100	98
Mean No. of Responses	12.8	15.3	11.7	14.9	19.3	11.6	21.5	15.3
Primary Orientation								
Animals	-	-	38	-	-	-	-	5
People-Cultural	62	55	18	62	42	37	46	46
People-Prsl. Char.	-	8	4	4	-	10	-	4
People-Prsty. Traits	-	-	-	-	-	-	-	-
Non-Prsl.-Cultural	16	19	10	14	22	25	16	17
Geographical	17	18	27	8	28	23	38	23
Historical	5	-	3	12	8	5	-	5
Ego Centrism	1.2	1.4	1.2	1.8	1.3	1.5	2.4	1.5
Evaluative Comment								
Negative	-	3	-	1	2	6	-	2
Positive	2	2	5	7	5	-	2	3
Non Eval-Sim.	2	-	2	-	8	-	-	2
Non Eval-Diff.	21	31	28	38	12	24	-	23
Non Eval-Other	74	64	65	53	73	70	98	67
Stereotypes	1.5	3.4	1.9	3.5	1.1	1.8	.9	2.0

A 6

1 U.S.A. - There is trees and horses. There is grass. People that have white faces. They ride cars and trucks. People with black faces ride old cars. They have lamps. David - 6 - U.S.A.

2 Japan - Their eyes are different. They have different clothes, horses. Different people. Sally - 6 - U.S.A.

3 Canada - They're different from us They speak different. They're different people. Jack - 6 - U.S.A.

4 China - I know one Chinese word "Ah-so." I know goodbye in Chinese. They wear different clothes. They have different kites. A dragon kite. Brian - 6 - U.S.A.

5 China - It's on the other side of the world. They don't talk the same as us. They think we're different, too. Robbie - 6 - U.S.A.

6 Canada - Tall mountain. Steephills. No one ever walks because it's too steep. Steve - 6 1/2 - U.S.A.

7 Japan - They wear different clothes. They talk different, houses are different. I don't think they have fireplaces. Marian - 6 - U.S.A.

8 China - They make the best things and they are sent here on boat. They have silk. To us they look funny. Chip - 9 - U.S.A.

9 Canada - It is a city or country people go their to visit so of us thing it is Canada dry but it is not a drink, it is a place and people live their. Brent - 8 - U.S.A.

10 Brazil - It is a city and a lot of people go their. They make things. They may be funny to us the may were close like ous or funny we don't no but some people do no. Rob - 8 - U.S.A.

11 Australia - They are talk very nice and They are very nice and sometime they get made and men. Tracey - 8 1/2 - U.S.A.

12 China - A longtime ago they had silkworms. There eyes go up. Barbara - 8 1/2 - U.S.A.

13 U.S.A. - The united states of America is my couny and it is very Big and it is the 10 states and I like it. Debbie - 8 - U.S.A.

14 Nigeria - Nigeria is not good at all to me I hate it because I really don't know why. Marie - 8 - U.S.A.

15 Brazil - Brazil is a country where people lives and kills people I think but I would not want to live in Brazil because I'd proble get killed and die. Ann - 8 - U.S.A.

16 Japan - Japan I love it, It is a great country. Me and my mother want to rich's and look at christmas tree and we looked at Japan. It is a pretty christmas tree it has angles on it and oF things. Melissa - 8 - U.S.A.

17 Japan - Japan is I think in the northern part of the united states. Japan people are different than us they have a part of a hot state. Izhar - 8 1/2 - U.S.A.

18 Canada - It is very papler country in reading. It is just north of America. Andrew - 8 - U.S.A.

19 Japan - They have peolp who do not look like. we were fighting with them I think that we should not have been fighting them. Jeff - 9 - U.S.A.

20 China - They have sort of pinted eas they say as o. Kris - 8 1/2 - U.S.A.

21 England - England has a lot of castles. You have to go to Enlands church only. Barton - 9 - U.S.A.

22 Canada - Canada is not to far away, it is part of the undid stats. Bobby - 9 - U.S.A.

23 Australia - Kalob bears live there Kangaoros also plav there and have fun with the Kalalo bears. Susan - 9 - U.S.A.

24 Japan - Japan is very neede and Jpan - is very nice Japan is a good place for kids. Sharon - 9 - U.S.A.

25 England - Queen Potatoes Fashions Artists Palaces Guards Gates Maids Servants Butlers Rich People. Francis - 11 - U.S.A.

26 Japan - language eyes slanted oppisite way from Chinese people food writing. George - 11 - Canada

27 USA - prisoners, freed, war, vietnam, killed, blood, states, government, ship, washington, forida. Sharron - 11 - Canada

28 U.S.A. - It has freedom - It has good schools. It signed a peace treaty in 73. It has more dope addicts than any where else. It has glory and the highest mountain. David - 12 - U.S.A.

29 Japan - World War II, gun, hate, navy, Army, ship, killing. Frank - 11 - U.S.A.

30 China - comunism. In Asia, harsh government. Red China. wars. the great wall of China. porcelain and erthen ware. David - 11 - U.S.A.

31 Canada - Coins, border, traters, smugelers, police. Kenneth - 11 - U.S.A.

32 China - is in Mongolia empire, Harvest wheat and rice, 15,000,000 new mouths to feed each year, great wall 1400, flag has 5 stars, another has sun, very huge. Wendy - 11 - Canada

33 U.S.A. - I think of riots, dope addicts and some sick people. I don't like to think very much about some parts of the U.S.A. I see polution everywhere and then I think of a whole lot of kids playing on Disneyland stuffing their Natalie - 11 - Canada

34 China - China is a communist country. It is a large country and the people there speak Chinenese. There religion is most Roman Catolic. It is next to Russia. Joey - 11 - U.S.A.

35 Japan - nice, pearl harbour, war, festival, superstitious, dragons, fish, Explosion '70, kites. Mary - 11 - U.S.A.

36 U.S.A. - Nielson ratings show people are sports nuts. Super Bowl VI most watched game so far. Speaks English Washington D.C. capitol. Broadway Hollywood mans show biz. All religious races and immigrants. wealthiest nation in the world. Free Ian - 11 - U.S.A.

37 U.S.A. - It has 52 states. It is on the continent of North America. It is running short of Petroleum. They have many National parks. The famous is yellowstone. Where they say yogi bear lives. Brian - 12 - Canada.

38 Nigeria - on Spelling test, I don't know where it is. Studyed it in Social Studies. - Sharyl - 12 - U.S.A.

39 U.S.A. - Nixon-Agnow Cabinet government welfare poverty ecology pollution, busing seat belts large indutry great cities Democracy warm weather cool weather cold weather Hot large army draft jail death penalyt truman. James - 12 - U.S.A.

A 8

40 China - Is a communist country with rolling hills & a broad history. I tink it isn't a nice place to live. Doug - 12 - U.S.A.

41 Australia - It's big. A boy from our room is from 'ustralia. The people there are probley brown or black and have liddle villages and big jungles and huge tiger. Roger - 12 - U.S.A.

42 England - Queen Potatoes Fashions Artists Palaces Guards Gates Maids Servants Butlers Rich People Margaret - 11 - U.S.A.

43 Japan - They have large industries they sit on floors, go barefoot in the house. They celebrate with a dragon on a holiday. Rob - 11 - U.S.A.

44 Australia - I think of jungles and wild animals and missionaries go there to help the people out. I think of going up and down the rivers. Mary - 11 - Canada

45 Australia - thar are govalo becars the galopen gormay comes from thar. not very warm. Lots of trees nice houses thay have vered axents. I would lik to live thar David - Canada - 12

46 Canada - Ammesty Traiders Border Snow Bill - U.S.A. - 11

47 China - I think of a delicate china plate that has just been broken and somebody is sweeping it up. Then I think of very short oriental people with their feet all tied. Mary - 11 - Canada